

Building an Environmental Culture: The Role of Leaders in Encouraging Ecological Awareness in Islamic Education Institutions

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Abstract

Islamic education plays an important role in forming ecological awareness among its followers. This research aims to explore the role of leaders in strengthening environmental awareness in Islamic educational institutions, by highlighting the approach methods used. Through qualitative analysis based on a literature study of relevant literature, this research reveals the importance of the role of leaders in promoting ecological awareness through a structured approach in Islamic educational institutions. Leaders can integrate environmental values into the curriculum, organize educational programs, and be role models for students. These findings provide a deeper understanding of leaders' strategies in strengthening ecological awareness, so that they can make a more significant contribution to environmental conservation.

*environmental culture;
leader; islamic education*



I. Introduction

In recent years, challenges related to the environmental crisis have become the main focus which are complex and require serious attention (Ulrich, 1999; A, 2023). Arne Naess, a Norwegian philosopher, highlights that the environmental crisis we are experiencing stems from fundamental errors in humans' view of themselves, nature, and their role in the ecosystem as a whole (Naess, 1989). This inaccurate perspective leads to behavior that is not in harmony with nature, where humans often misinterpret and place themselves in the context of the universe (Nurulloh, 2019). Often, nature is ignored in order to fulfill personal satisfaction (*het doel heiling de midelen*), where the goal pursued is to achieve profit alone (Albar, 2017). This is the root of various environmental disasters currently being faced. Global awareness is needed among state leaders and the international community to unite in strengthening regional organizations and international frameworks in facing the challenges of the environmental crisis (Winarno, 2017).

These environmental concerns have become increasingly urgent, demanding action in all aspects of society that care about the environment (Robbins, Hintz and Moore, 2022), including educational institutions that can become targets for strategic groups to increase environmental awareness (Maghfur, 2010; Nurulloh, 2019). In this context, educational institutions play an important role, not only providing understanding and awareness of environmental issues to future generations, but also forming character and attitudes that support sustainability in everyday life (Maghfur, 2010; Hadi, 2021). Therefore, education

is expected to increase understanding which triggers new awareness. This awareness will encourage individuals or groups to adopt attitudes and behavior that support ecosystem balance. With such a personal and communal attitude, daily habits that focus on the environment will be formed. This habit will then become the basis for a broad social movement in supporting joint environmental protection efforts.

Religious leaders from various faith traditions around the world have united with scientists at the Vatican to make an appeal to the international community to increase their commitment to confronting climate change ahead of the COP26 UN Climate Change Conference to be held in Glasgow in November 2021. Pope Francis delivered the declaration herewith to the President of COP26, Rt Hon Alok Sharma, and the Minister of Foreign Affairs of Italy, Hon. Luigi Di Maio, after nearly 40 religious leaders from various denominations, including Christianity, Sunni and Shia Islam, Judaism, Hinduism, Sikhism, Buddhism, Confucianism, Taoism, Zoroastrianism, and Jainism, gave him his signature (World Religious Leaders and Scientists Make pre- COP26 Appeal, 2021). In the declaration, one thing that is underlined is encouraging educational and cultural institutions to strengthen and prioritize comprehensive ecological education and be actively involved in public discussions regarding environmental issues. This is important to do to show the commitment and involvement of humanity in the expected environmental sustainability.

In a broader context, the role of religious leaders and scientists in advocating for environmental awareness highlights the importance of cross-sector collaboration in responding to environmental challenges. With the support of religious leaders and scientists, as well as joint efforts in uniting voices in meetings and joint declarations, it is hoped that greater momentum will be created in efforts to resolve environmental problems. However, to achieve significant change, the role of educational institutions must not be ignored. Educational institutions, including Islamic education, have an important responsibility in strengthening ecological awareness and preparing future generations to become agents of change who care about the environment.

In the context of Islamic education, understanding of the urgency of environmental conservation is increasing, emphasizing the importance of the role of leaders in initiating this cultural change. Islamic educational institutions have a dual role in this matter, namely as agents that spread religious values by building public awareness of environmental issues through a religious approach (ecotheology), as well as as facilitators in forming knowledge, attitudes and skills through the educational process (Hadi, 2021) . Therefore, Islamic educational institutions from elementary to tertiary levels, including Islamic boarding schools, have the responsibility and opportunity to carry out these roles and tasks in their learning context. Although several Islamic educational institutions have started this step, implementation is still limited and has not been fully integrated into the curriculum in all Islamic educational institutions.

Leaders in Islamic educational institutions act as catalysts for change, guiding institutions toward greater emphasis on environmental issues. By championing environmental issues, leaders can instill a sense of responsibility and concern among learners, encouraging them to adopt sustainable practices in their daily lives. Through their influence, leaders can shape institutional policies and practices to prioritize environmental sustainability, ensuring that environmental education becomes an integral part of the curriculum. Effective leadership in environmental education involves implementing strategies that engage students and develop a deeper understanding of environmental issues from an Islamic perspective. This can include integrating environmental themes into religious studies, organizing eco-friendly initiatives and events, and providing opportunities for hands-on learning experiences in nature. Leaders can also collaborate

with local communities and environmental organizations to broaden student exposure to environmental issues and initiatives.

This article aims to explore the important role of leaders in changing the paradigm and culture in Islamic educational institutions to be more concerned about the environment. By highlighting the integration of environmental issues into the curriculum and daily activities, this article offers a new view on how leaders of Islamic educational institutions can become agents of change in building sustainable ecological awareness among students and staff. Thus, this article makes an important contribution to the understanding of global environmental challenges and the role of Islamic education in responding to them effectively.

II. Research Method

The research method used in this article is a qualitative approach with the type of library research. Data was collected through in-depth analysis and understanding of theories relevant to the topic of discussion, obtained from related and needed literature (Pahleviannur *et al.*, 2022). This method was chosen because it allows a comprehensive and systematic investigation of the role of leaders in strengthening ecological awareness in Islamic educational environments. The data collection process begins with searching and selecting literature that suits the research objectives. Relevant literature is selected based on predetermined criteria to ensure accuracy and diversity of information sources. After the relevant literature has been collected, an in-depth understanding of the theories and concepts related to the topic of discussion is carried out. Analysis is carried out systematically to identify main findings that can support the arguments in the article. The content analysis method was chosen as the approach for analyzing the collected data (Pratama *et al.*, 2021). This approach provides a systematic framework for exploring and understanding the content of the literature that has been collected. By using this method, researchers can identify patterns of findings that are relevant to the research topic, such as the role of leaders in strengthening ecological awareness. The entire research process is based on a rigorous and structured scientific approach. The steps taken in data collection and analysis are designed to ensure the accuracy and objectivity of research results. Thus, this research method provides a strong basis for presenting reliable and relevant findings in the context of developing environmental awareness in Islamic education.

III. Result and Discussion

3.1 Ecology in the Context of Islamic Education: Concept and Relevance

Islamic education plays a key role in shaping the character and attitudes of its people (Mohammad Ridwan, 2023; Abdullah *et al.*, 2024). However, in an era of global environmental instability, it is important to include ecological dimensions into Islamic education (Jatmiko, 2017; Imamah, Hidayat and others, 2022). Ecology, in its broadest sense, refers to the study of the relationships between organisms and their environment. Scientists and religious leaders are trying to unite in responding to the environmental crisis. One of the efforts made was through holding a meeting between religious leaders and scientists in the "Join Appeal by Religion and Science for the Environment" in May 1992 in Washington, DC. In this meeting, they stated a joint declaration highlighting the urgency of the need for collaboration between religion and science in protecting the environment (De Witt, 2002).

In the context of Islamic education, this concept involves a deeper understanding of the complex relationship between humans, nature, and their creator, Allah SWT. This includes an understanding of human responsibility in caring for and preserving the universe in accordance with the principles of Islamic teachings (Nurulloh, 2019; Imamah, Hidayat and others, 2022) . This concept also emphasizes the urgency of maintaining ecosystem balance to ensure the survival of all God's creatures. Islamic teachings not only provide instructions on how to utilize natural resources, but also emphasize the importance of doing so with high ethics, with the aim of realizing sustainable shared prosperity. These values are reflected in the practices and teachings of the Prophet sallallaahu 'alaihi wa sallam, who emphasized that every individual has the same right to utilize natural resources to fulfill their daily needs, provided that they do not harm the rights of other individuals (Masruri, 2016) . This is as emphasized by Urwati Aziz who mentioned the interconnectedness of the three-sided relationship, namely: Divinity, Humanity and Ecology.

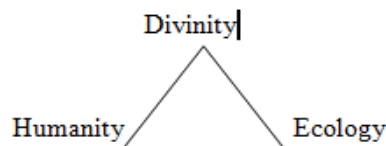


Figure 1
Triangel Arrangements

The relationship with God is placed in the most important position, because God is the creator of the universe and has absolute sovereignty over it. He has the power to create and destroy the universe, and has the right to be respected and worshiped by humans. On the other hand, humanitarian and ecological aspects are considered as part of the larger structure of God's creation (Aziz, 2013) . This concept is an integral part of Islamic education that cannot be separated, emphasizing the importance of respecting the Creator and all His creation. By understanding God's position as the owner and regulator of the universe, Islamic education instills environmental ethical values that encourage individuals to act as guardians of the earth (khalifah fi al-ardh) or managers of resources who are responsible for managing the resources on earth. Education plays a crucial role in shaping human personality and behavior, especially in preventing behavior that damages the environment. More specifically, Islamic-based educational institutions should deepen understanding of the role of humans in interacting with nature.

In the teachings of Islam, the concept of relationship is divided into three, namely the relationship between humans and Allah, the relationship between humans and other humans, and the relationship between humans and nature. The relationship between humans and nature can be compared to the relationship between fish and water, where water gives life to fish, and nature also gives life to humans. Even though the relationship between humans and nature is on the same horizontal line as the relationship between humans, its essence is an ecological relationship which aims to maintain balance and harmony between humans and nature. According to Dr. Yusuf Al-Qardawi, environmental maintenance has meaning in protecting the existence of the environment and ensuring that it is not threatened with extinction. In this perspective, preserving the environment is in line with the main principles of Islamic sharia, which include safeguarding the five main aspects of benefit, namely religion, soul, heredity, reason and property (Al-Qardhawi, 2008).

Islamic education which is taken from the sources and basic teachings of Islam has great potential to build ecological awareness among its followers (Thobroni, 2014; Nurulloh, 2019; Hadi, 2021). By strengthening understanding of the concept of caliphate, which implies human responsibility as managers and guardians of the universe, Islamic education can form students who have a proactive character and care about the environment. This is in line with the principle that protecting the environment is an integral part of worshiping Allah SWT. (Imamah, Hidayat and others, 2022; Jainuddin, 2023; Mohammad Ridwan, 2023). Furthermore, Islamic education can provide a deep perspective on the importance of harmony between humans and nature. The concept of ecological balance inherited from Islamic teachings emphasizes the importance of maintaining harmony between human needs and environmental sustainability.

Education about environmental conservation basically aims to develop awareness of three important aspects. First, awareness of human responsibility in protecting the environment as a mandate from Allah for the sustainability of human welfare. This means maintaining the function and quality of the environment so that it continues to provide benefits for humans in their service to Allah without limits of time and space, and across generations. Second, awareness of the environmental crisis due to damage caused by irresponsible human actions, which has the potential to harm the entire ecosystem of planet Earth and cause disaster for humans. Third, awareness of the importance of correcting mistakes and taking concrete actions to protect and improve the environment, as part of efforts to achieve forgiveness and Allah's approval. This includes admitting mistakes and errors and committing to continuous improvement and maintenance of the environment (Effendy, 2008).

Integrating the concept of environmental conservation in Islamic educational institutions has significant implications. First, Islamic educational institutions can act as agents of change in forming environmental awareness among their followers. By incorporating the concept of environmental conservation into the curriculum and extracurricular activities, educational institutions can help strengthen awareness of human responsibility towards nature. Second, Islamic educational institutions can be a place where Islamic environmental ethical values are applied and practiced in everyday life. Through religious education and religious practices, students can understand the relationship between Islamic religious teachings and environmental conservation. Third, Islamic educational institutions can become centers for environmental research and advocacy. By conducting research on environmental issues relevant to Islam, educational institutions can contribute to the development of innovative solutions to improve environmental conditions.

By integrating ecological principles into their curriculum, Islamic educational institutions can help strengthen awareness of the importance of protecting the environment (Imamah, Hidayat and others, 2022). This involves teaching about environmental values in Islamic religious teachings, as well as practical learning that encourages concrete action to care for nature. According to Sofan and Lif Khoiru Ahmadi, teaching materials refer to all the materials needed by teachers to develop the learning process in the classroom. This teaching material can be in written or unwritten form. In Islamic religious education which prioritizes environmental understanding, teaching materials are a collection of materials arranged in a structured manner, both in written and unwritten form, to create a learning environment that allows students to study and understand the environment and develop ecological understanding after the learning process (Sofan and Ahmadi, 2010) .

Building ecological awareness in Islamic education is not only about protecting the physical environment, but also about maintaining a harmonious relationship between

humans and nature and fostering a sense of social responsibility towards the future of the earth. Thus, integrating ecological concepts in Islamic education is not an option, but an urgent need in this era. Only by building strong ecological awareness, Muslims can become agents of change in maintaining environmental sustainability for future generations.

3.2 The Key Role of Leaders in Maintaining Environmental Awareness in Islamic Educational Institutions: Strategies and Responsibilities

Leaders, in any context, have an important role in shaping people's views and behavior (Miller and Sardais, 2011; Duryat and others, 2021) . In Diana Vivanti Sigit's research, she mentioned the positive influence of leadership directly on performance (Sigit, 2013) . This shows that if leadership is good, there will be an increase in good performance in environmental management (Robertson and Barling, 2013) . In an era of increasingly pressing environmental concerns, the role of leaders becomes more crucial in promoting awareness of environmental issues. Leaders have a unique platform to influence people's views and actions regarding the environment (Susanto, 2020) . By leveraging their prominence, authority, and communication skills, leaders can become powerful spokespeople for environmental issues. They can use the media, public platforms and community meetings to voice the importance of protecting nature and encourage concrete action.

In the context of educational institutions, the role of leaders is very significant in forming environmental awareness among students, teachers and staff. As respected and followed figures, leaders of educational institutions have great potential to inspire and guide individuals in their communities to act proactively in environmental conservation. Through the policies, programs, and initiatives they promote, leaders can create learning environments that effectively instill environmentally conscious values. They can integrate environmental education into the curriculum, organize extracurricular activities related to the environment, and provide facilities that support environmentally friendly practices.

As a concrete example, a school principal can initiate a greening program at his school by involving students, teachers and staff in tree planting activities in the school area or surrounding environment. In addition, they can adopt environmentally friendly practices in daily school operations, such as reducing the use of single-use plastics, optimizing energy use by switching to renewable energy sources, and recycling waste regularly. Leaders of educational institutions can also organize environmental education activities, such as seminars, workshops or field trips to places that have good environmental practices. By doing these things, educational institution leaders can create a strong environmental culture in their schools and set an example for the school community and surrounding society.

Apart from that, leaders of educational institutions can also work together with related parties, such as local governments, environmental organizations, or companies that care about the environment, to mobilize support and resources in environmental conservation efforts. For example, they can establish partnerships with local communities to clean rivers or beaches, carry out campaigns to reduce plastic use, or hold mangrove planting activities as an effort to mitigate natural disasters. By taking concrete steps like these, leaders of educational institutions not only strengthen environmental awareness

among students and staff, but also make a real contribution to maintaining environmental sustainability in their surroundings.

Leaders also have a role in forming effective environmental policies. At the educational institution level, school or university leaders can advocate for the inclusion of comprehensive environmental curricula, encourage sustainable practices in school settings, and champion environmentally friendly institutional policies. Likewise, political leaders have a responsibility to propose and pass public policies that favor the environment, such as protecting natural habitats, reducing carbon emissions, and sustainable management of natural resources.

In addition, leaders have the power to shape the attitudes and behavior of individuals and groups regarding the environment. By setting a good example and championing environmental values through concrete actions, leaders can inspire others to adopt a more sustainable lifestyle. They can also organize awareness campaigns, educational programs, and other participatory activities to help shape a more environmentally conscious culture.

3.3 Aligning Ecological Concepts with the Islamic Education Curriculum: Implementation and Challenges

A leader in an educational institution can change teaching staff and students to be more concerned about a safe and comfortable environment so that the habits found in educational institutions become habits when they are in society. Therefore, educational institutions are able to bridge family life with community life (Tismayati, 2018). In an effort to promote environmental culture in the Islamic education environment, leaders play an important role by implementing innovative strategies and implementing concrete steps. This strategy includes various approaches, ranging from (1) integrating environmental values in the curriculum to (2) creating educational programs that strengthen ecological awareness.

In integrating environmental values into the curriculum, Islamic educational institutions can include special subjects or modules that discuss environmental values, such as the importance of maintaining cleanliness, caring for other living creatures, and understanding environmentally friendly actions. For example, in Islamic religious studies subjects, material about natural rights and human responsibilities as caliphs on earth can be included in the curriculum.

In creating educational programs that strengthen ecological awareness, Islamic educational institutions can hold extracurricular programs or activities outside the classroom that focus on the environment, such as tree planting, waste management, or visits to natural places. Additionally, they can also hold seminars, workshops, or environmental awareness campaigns to involve students, teachers, and parents in environmental conservation efforts. For example, an Islamic school can hold an "Environmental Care Day" program where all students and school staff are involved in cleaning the school environment and its surroundings.

To implement these two strategic steps, it is necessary to pay attention to the challenges that accompany them, such as in integrating environmental values into the curriculum, there needs to be thorough preparation and conformity with the goals to be achieved. These challenges can be reduced to the readiness of time, resources and good support from all parties. Apart from that, the readiness of human resources who are able to

implement learning that cares for the environment needs to be considered. This can be a challenge in implementing the internalization of environmental values if teachers do not have adequate understanding or have not received sufficient training in this matter.

Meanwhile, the challenges that may be faced when creating educational programs that strengthen ecological awareness are (1) financial resources that must be considered in the context of the succession of each activity. This requires additional costs for providing equipment, transportation and other support. And (2) Student and parent involvement in these programs may be inconsistent. This challenge can arise due to a lack of awareness of the importance of the environment or due to other obstacles such as a busy schedule or the inability to participate in activities outside of study hours.

Aligning ecological concepts with the Islamic education curriculum is not an easy task. Effective implementation requires comprehensive involvement of all stakeholders, including educational institution leaders, teachers, students, and parents. Challenges include appropriate curriculum adjustments, adequate teacher training, and efficient resource management. However, with strong commitment and good cooperation, Islamic educational institutions can become pioneers in promoting ecological awareness among students and the community. This is not only about providing knowledge about the environment, but also about forming attitudes, values and behavior that care about nature. Thus, aligning ecological concepts with the Islamic education curriculum is an important step in building a sustainable environmental culture.

IV. Conclusion

Sustainable practices in Islamic educational institutions are not just about teaching students ecological concepts, but also about creating a learning environment that reflects these values. In the classroom, teachers can use an interactive approach that involves students in discussions about environmental issues and solutions. In addition, activities outside the classroom such as tree planting, recycling programs, or visits to natural places are also an important part of ecological learning. This helps students to see firsthand the impact of their actions on the environment and internalize the values of sustainability. However, ongoing efforts within educational institutions do not stop there. It is also important to create a school culture that supports environmentally friendly practices. For example, reducing the use of single-use plastic in canteens, promoting environmentally friendly transportation such as cycling or walking, and integrating ecological concepts in daily activities such as forest prayers or other religious activities. By practicing environmental values in everyday life, Islamic educational institutions not only teach about sustainability, but also become real examples of commitment to protecting the environment for students and the surrounding community.

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